DOCUMENT RESUME

ED 095 332 CE 001 886

AUTHOR Dominick, Judy
TITLE Advanced Dictation and Transcription, Business Education: 7707.31.
INSTITUTION Dade County Public Schools, Miami, Fla.
PUB DATE 72
NOTE 38p.; An Authorized Course of Instruction for the Quinmester Program

EDRS PRICE MF-$0.75 HC-$1.85 PLUS POSTAGE
DESCRIPTORS Business Skills; Course Content; *Curriculum Guides; Office Occupations Education; Resource Materials; Secondary Grades; Skill Development; *Stenography; *Typewriting
IDENTIFIERS *Quinmester Program

ABSTRACT

The course is constructed to develop speed and accuracy in taking dictation and in transcribing notes; to develop desirable personal traits and awareness of responsibility for proofreading and correcting errors before submitting typewritten transcripts for approval. Course content includes (1) typing technique, (2) typing fundamental skills, (3) shorthand techniques, (4) shorthand fundamental skills, (5) transcription, (6) speed building, and (7) personal traits needed in business. Suggested teaching strategies include penmanship, dictation drills, and other special activities. Resources for students and teachers are specified, and an appendix offers a pretest, pretest key, transcription quizzes, varied test formats, and final evaluation test form and key. (MW)

ED 095332

BEST COPY AVAILABLE

CE

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

ADVANCED DICTATION AND TRANSCRIPTION

Business Education—7707.31 (New: 7751.31)

CE001886

DADE COUNTY PUBLIC SCHOOLS

DIVISION OF INSTRUCTION • 1971

ED 095332

BEST COPY AVAILABLE

ADVANCED DICTATION AND TRANSCRIPTION

7707.31 (New: 7751.31)

Business Education

Written by Judy Dominick
And Approved by the Business Education Steering Committee
For Quinmester Courses

for the

DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, FL 33132
1972

DADE COUNTY SCHOOL BOARD

Mr. William Lehman, Chairman
Mr. G. Holmes Braddock, Vice-Chairman
Mrs. Ethel Beckham
Mrs. Crutcher Harrison
Mrs. Anna Brenner Meyers
Dr. Ben Sheppard
Mr. William H. Turner

Dr. E. L. Whigham, Superintendent of Schools
Dade County Public Schools
Miami, Florida 33132

Published by the Dade County School Board

BEST COPY AVAILABLE

TABLE OF CONTENTS

I. COURSE TITLE 1

II. COURSE NUMBER 1

III. COURSE DESCRIPTION 1
- Synopsis 1
- Textbook 1
- Occupational Relationships 1

IV. COURSE ENROLLMENT GUIDELINES 1
- Prior Experiences Needed 1
- Pretest 1

V. COURSE OF STUDY PERFORMANCE OBJECTIVES 1

VI. COURSE CONTENT 2
- Equipment and Supplies 2
- Typing Techniques 2
- Typing Fundamental Skills 2
- Shorthand Techniques 2
- Shorthand Fundamental Skills 2
- Transcription 2
- Speed Building 3
- Personal Traits Needed in Business 3

VII. SUGGESTED PROCEDURES, STRATEGIES AND LEARNING ACTIVITIES . . . 3
- Suggested Teaching Methods 3
- Shorthand Drills and Techniques 3
- Typing 7
- English Mechanics 7
- Special Drills in English Mechanics 7
- Stenographic Procedures 7
- Personal Development 8
- Other Drills 8
- Special Activities 8

VIII. EVALUATIVE INSTRUMENTS 9
- Pretest 9
- Interim Tests 9
- Final Evaluation 10

IX. RESOURCES FOR STUDENTS 10

X. RESOURCES FOR TEACHERS 14

APPENDIX 17
- Pretest 18
- Pretest Key 21
- Transcription Quizzes 23
- Speed Tests 23

BEST COPY AVAILABLE

TABLE OF CONTENTS, Continued

APPENDIX, Continued

Word Tests 24
Mailable Letter Tests 24
Brief Form Test 26
English Mechanics 27
Typewriting Style 28
Final Evaluation 29
Final Evaluation Key 32

I. COURSE TITLE—ADVANCED DICTATION AND TRANSCRIPTION

II. COURSE NUMBER—7707.31 (New: 7751.31)

III. COURSE DESCRIPTION

A. Synopsis
Further develops speed and accuracy in taking dictation and in transcribing notes; develops desirable personal traits and awareness of responsibility for proofreading and correcting errors before submitting typewritten transcripts for approval.

B. Textbook
One of the state adopted textbooks for the second semester of advanced shorthand and/or one of the department's choosing.

C. Occupational Relationships

Stenographer	Conference recorder
Clerk, general office	Public stenographer
Executive secretary	Legal secretary
Law clerk	Medical secretary
Technical secretary	

IV. COURSE ENROLLMENT GUIDELINES

A. Prior Experiences Needed
The student should have attained the objectives of Shorthand Transcription prior to enrollment in this course.

B. Pretest
Since some students have had exposure to dictation and transcription, the pretest (sample is in the Appendix) may be used as a diagnostic device to determine individual differences for placement within the course. If any students feel they have mastered the objectives without taking the course, the final evaluative device should be administered. Students who fail should continue in this course. Successful completion of the final evaluative device should indicate that the student would select another advanced course.

V. COURSE OF STUDY PERFORMANCE OBJECTIVES

Upon successful completion of this course, students will be able to—

1. take dictation from practiced material at a minimum rate of 90 wam for 5 minutes and transcribe their notes on the typewriter with 95 percent accuracy;

2. take dictation from new material at a minimum rate of 80 wam for 5 minutes and transcribe their notes on the typewriter with 95 percent accuracy;

3. transcribe shorthand notes rapidly and accurately on the typewriter at a minimum transcription rate of 17 <u>net</u> words a minute;

V. COURSE OF STUDY PERFORMANCE OBJECTIVES, Continued

4. take brief office-style dictation (including oral and written instructions) and transcribe their notes on the typewritter with 95 percent accuracy;

5. produce mailable letters from the office-style dictation using correct spelling, punctuation, grammar, capitalization, sentence structure, letter placement, and paragraphing;

6. read, write, and transcribe 10 brief forms, 10 phrases, and 10 most-commonly used business terms with 90 percent accuracy; and

7. arrange materials properly to insure a steady flow of work and demonstrate other good habits, traits, and attitudes.

VI. COURSE CONTENT

A. Equipment and Supplies—Same as Shorthand Theory (Introductory) and/or Introduction to Machine Shorthand Theory

B. Typing Techniques (Brief Review)
   1. Posture
   2. Stroking
   3. Keyboard operation

C. Typing Fundamental Skills (Brief Review)
   1. Correspondence and basic report typing
   2. Proofreading
   3. Erasures or corrections
   4. Care and maintenance of typewriters
   5. Carbons

D. Shorthand Techniques (Brief Review)
   1. Writing for symbolic shorthand
   2. Writing for machine shorthand
   3. Reading
   4. Notebooks for symbolic shorthand
   5. Tape for machine shorthand

E. Shorthand Fundamental Skills (Brief Review for Symbolic and Machine Shorthand)
   1. Writing and transcribing
   2. Increasing reading rates
   3. Building sustained writing and transcription power

F. Transcription
   1. Of shorthand plates
   2. Of shorthand notes
   3. Of mailable letters with acceptable substitutions
   4. Of shorthand dictation that is grammatically and typographically correct
   5. Proper handling of stenographer's supplies
   6. Proper arrangement of work area

BEST COPY AVAILABLE

VI. COURSE CONTENT, Continued

G. Speed Building
   1. Sources
      a. Teacher dictation
      b. Individualized dictation from tape
      c. Extra dictation from records
      d. Outside sources such as television, radio, and other classes
   2. Rates on practiced material dictation
      a. First half of course build a minimum speed of 80 wam for five minutes
      b. Second half of course build a minimum speed of 90 wam for five minutes
   3. Rates on new material dictation
      a. First half of course—min. of 70 wam for five minutes
      b. Second half of course—min. of 80 wam for five minutes

H. Personal Traits Needed in Business
   1. Honesty
   2. Punctuality
   3. Attention
   4. Concentration
   5. Neatness
   6. Initiative
   7. Responsibility
   8. Human relations

VII. SUGGESTED PROCEDURES, STRATEGIES, AND LEARNING ACTIVITIES

A. Suggested Teaching Methods

The methods that seem best suited for this course are practice dictation, audio-visual presentations, technique improvement drills, and performance and/or written tests. It is likely that learning will be enhanced if the methodology used is student-centered and individualized. The learning activities are arranged in groups. The teacher decides the type of activity for the day and selects one or more from the group. Vary procedures each day.

B. Shorthand Drills and Techniques (In addition to those listed in Shorthand Transcription)

Many of the following suggested drills can be pre-recorded on audiotapes for use by individual students.

TYPE OF DRILL	PROCEDURE
1. Penmanship	Have the students drill on proper character form and proportion; and have the students exchange and read shorthand notes.

BEST COPY AVAILABLE

VII. SUGGESTED PROCEDURES, STRATEGIES, AND LEARNING ACTIVITIES, Continued

TYPE OF DRILL	PROCEDURE
2. Dictation	
a. Progressive	Before dictating, preview the difficult words on the chalkboard. Dictate a letter at 80-90-100 wam. After each dictation, have the students read back the notes. After the last dictation, drop back in speed so students can write for control.
b. Stair-step	Choose five letters with a maximum of 100 words in the body of each letter. Preview the difficult words in each letter. 1. Dictate the first letter at 80 wam. 2. Dictate this letter again at 90 wam, and the second letter at 80 wam. 3. Re-dictate the first letter at 100 wam, the second at 90 wam, and the third at 80 wam. 4. Continue this until all the letters have been dictated. 5. After completion of the dictation, re-dictate all five letters at a speed that the students can take with control.
c. Spurt	Dictate at several speeds an average-length letter. Start at 140 wam, change to 100, 120, 80, 110, etc., throughout the entire letter.
d. Potential rate builder	Dictate a short sentence or clause and have the students write this as many times as possible within a given time (such as 15 seconds).
e. Reading approach	Dictate a short letter at 100 wam. Have the students read back the letter several times from their notes. Then dictate the same material again 10 to 20 words faster than the previous dictation speed.
f. Variation	Dictate one part of a letter several times until the majority of the students can take it easily. Next, dictate the

VII. SUGGESTED PROCEDURES, STRATEGIES, AND LEARNING ACTIVITIES, Continued

TYPE OF DRILL	PROCEDURE
f. Variation, continued	second part of the letter until the majority can take it. Combine the first and second parts of the letter. Dictate the third part until the majority can take it with control. Combine the first, second, and third parts until all students can take the dictation. Redictate the entire letter at a speed the students can take with control.
g. Weekly	Choose one letter to use all week. At the beginning of the week, dictate the letter at speeds that most of the class can reach. Increase speeds each day (still using the same letter) until a speed of approximately 40 words a minute higher than the beginning speed is attained. Select a new letter for the next week.
h. One-minute progressive plan for five minutes of dictation	1. Preview a letter of approximately 450 words before dictating. 2. Dictate the first minute of dictation 20 wam below the average speed of the class. For example, the first minute is dictated at 80 wam if you are trying to increase speeds from 80 wam to 90 wam. Redictate the first minute at 90 wam and then at 100 wam. Dictate the first minute again at 90 wam. 3. Dictate the second minute the same way as above. 4. Combine the first and second minutes at 90 wam. 5. Dictate the third minute as you did in Step 2. 6. Dictate the fourth minute as you did in Step 2. 7. Combine the third and fourth minute at 90 wam. 8. Dictate the fifth minute as you did in Step 2. 9. Dictate all five minutes at 90 wam.

BEST COPY AVAILABLE

VII. SUGGESTED PROCEDURES, STRATEGIES, AND LEARNING ACTIVITIES, Continued

TYPE OF DRILL	PROCEDURE
i. 3 x 5 Plan	1. Preview a 270-word letter. 2. Dictate the first one-half minute at 110 wam. 3. Dictate the second one-half minute at 110 wam. Dictate the first minute at 90 wam. 3. Dictate the second minute the same way. 4. Dictate the third minute the same way. 5. Dictate the entire three-minute letter at 90 wam.
j. Progressive plan	Preview the letter. Dictate continuously: First minute at 80 wam Second minute at 100 wam Third minute at 120 wam Fourth minute at 140 wam Fifth minute at 160 wam
k. Reverse plan	Preview the letter. Dictate continuously: First minute at 160 wam Second minute at 140 wam Third minute at 120 wam Fourth minute at 140 wam Fifth minute at 160 wam
l. Inverted pyramid	Preview letter 1. Dictate the first part of a letter at 80 wam. 2. Dictate this part again at 100 wam and the second part of the letter at 80 wam without pausing. 3. Redictate the first part at 120 wam, the second part at 100 wam, the third part at 80 wam without pausing. 4. Redictate the first part at 140 wam, the second part at 120 wam, the third part at 100 wam, the fourth part at 80 wam. 5. Have students volunteer to read each take.
m. Retention exercises	Dictate a short letter; students do not write the letter in their notes until the entire dictation has stopped. Then they write in shorthand

BEST COPY AVAILABLE

VII. SUGGESTED PROCEDURES, STRATEGIES, AND LEARNING ACTIVITIES, Continued

TYPE OF DRILL	PROCEDURE
m. Retention exercises, continued	as much as they can remember. Gradually increase the length of the dictation. Dictate sentences consisting of 15-30 words; students do not write anything until the dictation has stopped. Then they write as much as they can remember.
n. Office-style	Dictate a letter at a speed students can take with control. While dictating, make changes and additions so students will experience simple deletions, reinsertion of a previously indicated deletion, extensive transposition that makes use of circles and arrows, short insertions using the caret, long insertions, indented material using brackets, instructions regarding spelling or capitalization, special instructions that must be noted at the beginning and/or ending of their shorthand notes, and instructions that must be noted within the body of the letter.
o. Sustained	Dictate familiar material for two or three five-minute takes without pausing between. Dictate articles taken from career business magazines.
p. Warm-up activities	Students take dictation for the first five minutes of class from tapes or records.
q. Direct	Students take dictation directly on the typewriter from the teacher, tape, or skill builder.

C. Typing (See Shorthand Transcription)

D. English Mechanics (See Shorthand Transcription)

E. Special Drills in English Mechanics (See Shorthand Transcription)

F. Stenographic Procedures (See Shorthand Transcription)

BEST COPY AVAILABLE

VII. SUGGESTED PROCEDURES, STRATEGIES, AND LEARNING ACTIVITIES, Continued

G. Personal Development	Show films on personal development; dictate material on desirable personal traits; discuss personal traits that are helpful in business; organize the class with rotating positions such as manager and secretary to develop human relations.
H. Other Drills (In Addition to Those Listed in Shorthand Transcription)	
1. Timed writings	Compare speed typing from printed copy with speed typing from shorthand copy. Students will take a five-minute timed writing on material written in shorthand and another five-minute timed writing on the same material written in longhand.
2. Handling materials	Set up a model stenographic desk in front of the classroom. Use the desk to stress points of efficient work organization. Set up a schedule whereby all students can use the desk for one day or more.
I. Special Activities (In Addition to Those Listed in Shorthand Transcription)	
1. Shorthand bingo	On the day before Christmas vacation, pass out duplicated forms set up like a bingo card with a "free space." Dictate 50 brief forms and have the students fill in the blank spaces with whatever brief forms they choose until all the spaces on the card are filled. Redictate the 50 brief forms but in a mixed order. While you are dictating, the students are checking their cards. Continue to dictate until a student has bingo horizontally, vertically, or diagonally. Have the winner call back the brief forms. Award a prize to the winner (as a candy cane).
2. Dictation practice	Have the students keep a diary, write recipes, take lyrics of a popular song in shorthand; write shorthand outlines above the print in newspapers and magazine articles; and have mock

BEST COPY AVAILABLE

VII. SUGGESTED PROCEDURES, STRATEGIES, AND LEARNING ACTIVITIES, Continued

2. Dictation practice, continued — telephone conversations between two students while the rest of the class writes the conversations in shorthand.

VIII. EVALUATIVE INSTRUMENTS

The tests and quizzes described in this section are examples of the types of items that may be used to evaluate student progress. One test or drill has been suggested to evaluate each major item included in the course content. Each includes directions for students. Examples of these type- of tests may be found in the Appendix. At the teacher's discretion, other tests or drills may be used. The evaluative items included are:

A. Pretest

The pretest is used to determine if the student needs to go through this course or advance to another course. The pretest is also used to determine if the students are familiar with punctuation rules and can supply the correct punctuation with accompanying reasons.

The pretest aids in determining if the students can supply, from the context, the words omitted from the shorthand; and if the students can capitalize and spell properly.

Identification of other strengths or weaknesses enables the teacher to plan individualized instruction.

B. Interim Tests

1. Transcription quizzes—See Shorthand Transcription

2. Speed tests
A speed test enables the teacher to determine if students are able to take dictation at various speeds and transcribe with 95 percent accuracy. These may be given at the teacher's discretion from appropriate selected material from the text, homework written assignments, or from teacher-dictation books. (See Resources for Teachers—Books.)

3. Word tests
A word test helps determine if the students can write common business terms from dictation and transcribe them with 90 percent accuracy.

4. Mailable letter tests—See Shorthand Transcription

5. Brief form tests
A brief form test determines if students can write selected brief forms and transcribe them with 100 percent accuracy.

VIII. EVALUATIVE INSTRUMENTS, Continued

6. English mechanics tests
These tests may be given at the teacher's discretion to help in determining the needs of members of the class in this area.

7. Letter style tests
A typewriting style test helps to determine familiarity with letter style and letter placement.

C. Final Evaluation

The final evaluation measures success of the students in the course. It includes each item in the objectives.

IX. RESOURCES FOR STUDENTS

A. Basic Books

Leslie, Louis A. and Zoubek, Charles E. Gregg Transcription, Diamond Jubilee Series. New York: Gregg Division of McGraw-Hill Book Co., 1963.

Leslie, Louis A. and Zoubek, Charles E. Gregg Transcription, Diamond Jubilee Series, 2nd edition. New York: Gregg Division of McGraw-Hill Book Co., 1972.

Nixdorf, Marion E.; Dungan, Jon R.; and Ruegg, Robert J. Touch Shorthand, Beginning Skill Development and Transcription, Book 2. Skokie: Stenograph, 1968.

B. Supplementary Books

Balsley, Irol Whitmore and Robinson, Jerry W. Integrated Secretarial Studies, Jubilee Edition. Cincinnati: South-Western Publishing Co., 1968.

Balsley, Irol Whitmore and Wanous, S. J. Shorthand Transcription Studies, 4th edition (Jubilee). Cincinnati: South-Western Publishing Co., 1968.

Becker, Esther R. How To Be an Efficient Executive Secretary. New York: Harper & Row, 1962.

Brendel, Leroy A. and Leffingwell, Elsie L. English Usage Drills and Exercises--Programmed for the Typewriter. New York: Gregg Division of McGraw-Hill Book Co., 1968.

Brendel, Leroy A. and Near, Doris. Punctuation Drills and Exercises--Programmed for the Typewriter. New York: Gregg Division of McGraw-Hill Book Co., 1970.

BEST COPY AVAILABLE

IX. RESOURCES FOR STUDENTS, Continued

B. Supplementary Books, Continued

Brendel, Leroy A. and Near, Doris. Spelling Drills and Exercises—Programmed for the Typewriter. New York: Gregg Division of McGraw-Hill Book Co., 1964.

Byers, Edward E. 10,000 Medical Words. New York: Gregg Division of McGraw-Hill Book Co., 1972.

Duchan, Simon A. Basic Dictation. New York: Pitman Publishing Corporation, 1963.

Gavin, Ruth and Sabin, William A. Reference Manual for Stenographers and Typists. New York: Gregg Division of McGraw-Hill Book Co., 1961.

Gregg, John R.; Leslie, Louis A.; and Zoubek, Charles E. Gregg Shorthand Dictionary, Diamond Jubilee Series, regular and miniature editions. New York: Gregg Division of McGraw-Hill Book Co., 1972.

Gregg, John R.; Leslie, Louis A.; and Zoubek, Charles E. Most-Used Words and Phrases, Diamond Jubilee Series. New York: Gregg Division of McGraw-Hill Book Co., 1963.

Haydon, Dorothy F. and Gordon, Elayne. Practical Dictation and Transcription. New York: Pitman Publishing Corporation, 1965.

House, Clifford R. and Skurow, Samuel. Typewriting Style Manual, 9th edition. Cincinnati: South-Western Publishing Co., 1968.

Humphrey, Katherine; Lambert, Allie Dale; and Newhouse, Howard. Timed Writings for Typing and Transcribing, Diamond Jubilee Series. New York: Gregg Division of McGraw-Hill Book Co., 1965.

Kurtz, Margaret; Adams, Dorothy; and Vezeau, Jeannette. 10,000 Legal Words. New York: Gregg Division of McGraw-Hill Book Co., 1971.

Lamb, Marion M. Word Studies, 6th edition. Cincinnati: South-Western Publishing Co., 1971.

Leslie, Louis A. 20,000 Words, 6th edition. New York: Gregg Division of McGraw-Hill Book Co., 1971.

Mayo, Lucy G. You Can Be an Executive Secretary. New York: MacMillan Company, 1965.

IX. RESOURCES FOR STUDENTS, Continued

B. Supplementary Books, Continued

Nixdorf, Marion E.; Dungan, Jon R.; and Ruegg, Robert J. Dictionary/Handbook. Skokie: Stenograph, 1967.

Place, Irene and Strony, Madeline S. The Road to Secretarial Success. New York: Gregg Division of McGraw-Hill Book Co., 1954.

Silverthorn, J. E. and Perry, Deverne J. Word Division Manual, 2nd edition. Cincinnati: South-Western Publishing Co., 1970.

Whitcomb, Helen and Whitcomb, John. Strictly for Secretaries, revised edition. New York: Gregg Divison of McGraw-Hill Book Co., 1965.

Zoubek, Charles E. Gregg Expert Speed Building. New York: Gregg Division of McGraw-Hill Book Co., 1968.

C. Workbooks

Nixdorf, Marion E.; Dungan, Jon R.; and Ruegg, Robert J. Individual Study Session Forms, correlated with Touch Shorthand, Beginning Skill Development and Transcription, Book 2. Skokie: Stenograph, 1968.

Workbooks are available from Gregg Division of McGraw-Hill Book Co. for all of their books that are listed under Section A, "Basic Books."

D. Tapes and Cassettes

Dictation Tapes. Correlated with The Secretarial Specialist. Each of the 30 tapes (one per lesson) contains the words of the lesson followed by the complete dictation from that same lesson at speeds of 60, 80, 100, and 120 words a minute. Programs for Achievement in Reading, Inc., Abbott Park Place, Providence, RI 02903.

Multi-channel tapes correlated with Gregg Dictation, Gregg Speed Building, and Gregg Transcription, Diamond Jubilee Series. 1st and 2nd editions. Channels A, B, and C are available.

Multi-channel tapes correlated with Touch Shorthand, Beginning Skill Development and Transcription, Book 2. Channels A, B, and C are available.

IX. RESOURCES FOR STUDENTS, Continued

D. Tapes and Cassettes, Continued

Teaching tapes correlated with Gregg Dictation, Gregg Speed Building, and Gregg Transcription, Diamond Jubilee Series, 1st and 2nd editions. Available through Media Services, Dade County Public Schools.

Transcription Training Program to be used with cassette (also belt) transcribing machines are available from D. C. National Publishing, Inc., 3815 Bunker Hill Road, Brentwood, MD 20722. The program consists of 25 units in textbook/workbook format with letterheads and stationery supplies and all tapes on cassettes or belts. Free catalogs are available upon request.

Wide variety of tapes and/or cassettes are available from Western Tape, Box 69, 2273 Old Middlefield Way, Mountainview, CA 94040 and Class National Publishing, Inc., 3825 Bunker Road, Brentwood, MD 20722. Catalogs are available free upon request.

E. Records

Dictation Disc Company, 240 Madison Avenue, New York, NY 10016. has a wide variety of sets and speeds. (Theory records are available for both Pitman and Gregg Shorthand Systems.)

Gregg Dictation Records, Diamond Jubilee Series. New York: Gregg Division of McGraw-Hill Book Co. Theory records and speed records (sets from 60 wam up to 130 wam) are available; consult catalog for a complete list.

Nixdorf, Marion E.; Dungan, Jon R.; and Ruegg, Robert J. Dictation Record Set, Book 2. Skokie: Stenograph.

Teaching Aids Incorporated, P. O. Box 3527, Long Beach, CA 90893, has a variety of sets and speeds.

F. Filmstrips and Keyboard Chart

Filmstrips for Diamond Jubilee Series are available from Gregg Division of McGraw-Hill Book Co., Hightstown, NJ 08520.

Individual Shorthand Machine Keyboard Chart is available from Stenograph Machines, Inc., 7300 Niles Center Road, Skokie, IL 60076.

X. RESOURCES FOR TEACHERS

A. Books

Cleary, Joseph B. English Style Skill Builders. New York: Gregg Division of McGraw-Hill Book Co., 1967.

Condon, Arnold; Crank, Doris H.; Graves, Helen; Harken, Mabel L.; and Jester, Don. The Selection and Use of Multiple-Channel Equipment in the Teaching of Shorthand, Monograph 121. Cincinnati: South-Western Publishing Co., 1969.

Duchan, Simon A. Basic Dictation, Longhand Edition. New York: Pitman Publishing Corporation, 1963.

Fashion Vocabulary and Dictation. Textbook (26058) and teacher's manual (26034). Obtain through Howard W. Samo & Co., Inc., 4300 West 62 Street, Indianapolis, IN 46268. Office specialized dictation and transcription practice relating to correspondence, reports, and other secretarial duties in the fashion industry.

Gilson, Goodwin W. and Mellinger, Morris. Developing Shorthand Skills, Longhand Edition. New York: Pitman Publishing Corporation, 1965.

Haydon, Dorothy F. and Gordon, Elayne. Practical Dictation and Transcription, Longhand Edition. New York: Pitman Publishing Corporation, 1965.

Lamb, Marion M. Your First Year of Teaching Shorthand and Transcription, 2nd edition. Cincinnati: South-Western Publishing Co., 1961.

Leslie, Louis A. Methods of Teaching Gregg Shorthand, New York: Gregg Division of McGraw-Hill Book Co., 1963.

Leslie, Louis A. and Zoubek, Charles E. Dictation for Transcription, Diamond Jubilee Series, 1st and 2nd editions. New York: Gregg Division of McGraw-Hill Book Co., 1965 and 1972.

Leslie, Louis A. and Zoubek, Charles E. Graded Transcribing Tests, Diamond Jubilee Series, 1st and 2nd editions. New York: Gregg Division of McGraw-Hill Book Co., 1964 and 1971.

Leslie, Louis A. and Zoubek, Charles E. Transcription Dictation Simplified. New York: Gregg Division of McGraw-Hill Book Co., 1956.

Nixdorf, Marion E.; Dungan, Jon R.; and Ruegg, Robert J. Touch Shorthand Teacher's Manual, Book 2. Skokie: Stenograph, 1968.

X. RESOURCES FOR TEACHERS, Continued

A. Books, Continued

Russon, Allien R. Methods of Teaching Shorthand, Monograph 119. Cincinnati: South-Western Publishing Co., 1968.

Teachers' editions, manuals, handbooks, and keys are available for the basic books listed under "Resources for Students" in this course. Most of the publishers will send these books free upon request of teachers using the corresponding textbooks in their classrooms.

Thompson, Evelina J. Pitman Secretarial Shorthand, Longhand Edition. New York: Pitman Publishing Corporation, 1968.

Visaggi, John. Shorthand Speed Development and the Dictation Disc Record. New York: Dictation Disc Company, 1967.

Young, Israel. Directed Homework in Gregg Shorthand, Diamond Jubilee Series. New York: Gregg Division of McGraw-Hill Book Co., 1965.

Zoubek, Charles E. Progressive Dictation with Previews, Simplified. New York: Gregg Division of McGraw-Hill Book Co., 1956.

Zoubek, Charles E. Speed Dictation with Previews in Gregg Shorthand, Diamond Jubilee Series. New York: Gregg Division of McGraw-Hill Book Co., 1963.

Zoubek, Charles E. Short Business Letters for Dictation and Transcription. New York: Gregg Division of McGraw-Hill Book Co., 1970.

B. Periodicals

Balance Sheet, The. Cincinnati: South-Western Publishing Company. Monthly, October through May.

Business Education Forum. Washington: National Business Education Association. Monthly, October through May.

Business Education World. New York: Gregg Division of McGraw-Hill Book Co. Five issues yearly.

Journal of Business Education. Wilkes-Barre: Robert C. Trethaway. Monthly, October through May.

Pitman Journal. New York: Pitman Publishing Corporation. Four issues a year.

Today's Secretary, Teacher's Edition. New York: Gregg Division of McGraw-Hill Book Co. Monthly.

X. RESOURCES FOR TEACHERS, Continued

C. Bulletin Boards

Brief Forms and Phrases Charts in Gregg Shorthand, Diamond Jubilee Series. New York: Gregg Division of McGraw-Hill Book Co.

Bulletin Board Ideas for Shorthand are available from Ramon P. Heimerl, School of Business, University of Northern Colorado, Greeley, CO 80631, at $1.50 each. Make checks payable to Delta Pi Epsilon and add 50¢ for postage and handling.

Dewar, Thadys J. and Hurdle, Louisianna A. Illustrated Displays for Shorthand. East Carolina University.

Gregg Shorthand Picture Posters, Brief Forms and Derivatives, Diamond Jubilee Series. New York: Gregg Division of McGraw-Hill Book Co.

Hand Positions Chart for Shorthand Writing. W. A. Shaeffer Pen Company, Fort Madison, Iowa.

D. Film

Sound motion picture, Take a Letter from A to Z. Text-Film Division, McGraw-Hill Book Co. (15 min., 16mm, color) On loan from Sterling Movies, U.S.A., Inc., 43 West 61 Street, New York, NY 10023.

APPENDIX

PRETEST

Part I

Dictation:

Three 5-minute speed tests will be dictated at 70-80-90 wam. Each 5-minute test consists of a 3-minute letter and a 2-minute letter from unstudied material. When the dictation is completed, choose one two-letter test to be transcribed on the typewriter. You will be allowed five minutes to look over your notes before transcribing. To make the best use of this time, insert the correct punctuation and use the dictionary for spelling.

Transcription:

Set your margins for a 70-space line (or 1-inch margins). In the upper right-hand corner of your typing paper, type your name and the speed you are transcribing: Jane Doe
100 wam—5 minutes

Type the letters in modified block style with mixed punctuation. Use a separate sheet of typing paper for each letter. You will be allowed 30 minutes to transcribe a 5-minute take. Be sure to proofread carefully before turning in your paper. When time is called, ALL of the shorthand notes must be stapled to the back of the transcript and turned in to the teacher.

Letters may be selected from books listed in "Resources for Teachers."

Part II

Fill in the correct answer:

1. The proofreader's symbol for a deletion is the _____.

2. Use hyphens to indicate where you would divide the following words at the end of a line.

WORDS	ANSWERS
a. practicable	a. _____
b. movements	b. _____
c. notoriety	c. _____
d. wrapper	d. _____
e. practicing	e. _____

3. If a letter is typed with mixed punctuation, a _____ would follow the salutation.

4. At least _____ blank lines should be left for the dictator.

5. True or False

   a. Proofread your letter only after you have removed it from the typewriter. _____

   b. Always write your shorthand notes in pencil. _____

   c. After transcribing a letter, place it face up to insure easy handling. _____

   d. Dictation should be transcribed according to its importance. _____

6. Write the following words and brief forms in shorthand:

   a. duplicating _____

   b. procedures _____

   c. recognize _____

   d. superintendent _____

   e. modernize _____

   f. alternate _____

   g. quantity _____

   h. sublease _____

   i. situation _____

   j. terminate _____

7. Punctuate the following sentences correctly:

   a. However I do not plan to be in the city for several months and I should like this information as soon as possible.

   b. That is why as a matter of interest a group of successful salesmen formed the Salesmen's Book Club

   c. Enclosed is a copy of our booklet "Songs for Children."

   d. She wore a beautiful pink evening gown.

   e. In fact we urge you to come to our store.

8. Circle the letters which should be capitalized in the following terms:

   a. the miami news
   b. business english
   c. typing II
   d. the president, mr. smith
   e. the summer weather

9. One of the following words may be misspelled. If it is, write the correct spelling of the word in the space provided:

a.	stencil	mimograph	computer	a. _____
b.	calculator	subsidary	embarrass	b. _____
c.	equiped	practical	weather	c. _____
d.	similar	exced	personnel	d. _____
e.	alright	proceed	calendar	e. _____

10. Choose and underline the correct word:

    a. Use this (devise, device) to produce the right (affect, effect).

    b. To apply for a job, see the (personal, personnel) director.

    c. On what (bases, basis) did you (chose, choose) this answer?

    d. My (advise, advice) is to (accept, except) the position.

    e. (Precede, Proceed) with caution.

11. The teacher should dictate a list of 10 brief forms, 10 phrases, and 10 commonly-used business terms in 1 minute. Students will transcribe the list on their typewriters.

PRETEST KEY

Part II

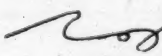
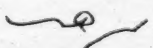
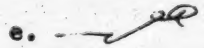
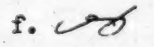
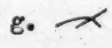
1.

2. a. prac-ti-cable
   b. move-ments
   c. noto-riety
   d. wrap-per
   e. prac-ticing

3. colon

4. three

5. a. False
   b. False
   c. False
   d. True

6. a. 
   b.
   c. 
   d.
   e. 
   f. 
   g. 
   h.
   i.
   j.

7. a. However, I do not plan to be in the city for several months; and I should like this information as soon as possible.

   b. That is why, as a matter of interest, a group of successful salesmen formed the Salesmen's Book Club.

   c. Enclosed is a copy of our booklet, "Songs for Children."

   d. She wore a beautiful pink evening gown.

   e. In fact, we urge you to come to our store.

8. a. the Miami News
   b. business English
   c. Typing II
   d. the president, Mr. Smith
   e. the summer weather

9. a. mimeograph
   b. subsidiary
   c. equipped
   d. exceed
   e. all right

PRETEST KEY—Part II, Continued

10. a. device, effect
    b. personnel
    c. basis, choose
    d. advice, accept
    e. Proceed

11. The teacher should grade both the shorthand outlines and the transcript of this portion of the test. Since this list will vary, the teacher will prepare an appropriate key.

TRANSCRIPTION QUIZZES

Part I

Directions: An answer to one of your homework letters will be dictated. Some words will be omitted during the dictation. When the dictation is completed, you are to transcribe the letter, inserting punctuation marks and appropriate words that were omitted during the dictation. These words must not change the meaning of the sentence.
(See "Resources for Teachers"—Books)

Part II

Directions: Write TRUE or FALSE before the following statements regarding transcription procedures.

_____ 1. When the dictator gives the stenographer directions, he/she should carefully memorize them instead of writing them down.
_____ 2. Dictation must always be transcribed in the order dictated.
_____ 3. Put a rubber band around the unused portions of your shorthand pad in order to locate these pages easily.
_____ 4. It is easier to write shorthand notes in pencil than in pen.
_____ 5. A stenographer should heavily scratch through her notes after transcribing.
_____ 6. Only proofread your transcribed letter after taking it out of your machine.
_____ 7. Figures or amounts dictated should not be considered any more important than anything else dictated.
_____ 8. Special instructions regarding carbon copies should be written at the bottom of the shorthand notes of the letter.
_____ 9. Transcribing in thought phrases will help you avoid errors.
_____ 10. After you complete the transcription of a letter, always place it face up for easy handling.

SPEED TESTS

Dictation: Five minute speed tests (every other week)

Three familiar letters will be dictated at 90-100-110 wam. Each five-minute take will consist of a three-minute letter and a two-minute letter. When the dictation is completed, choose one take to be transcribed on the typewriter. You will be allowed five minutes to look over your notes before transcribing. To make the best use of this time, insert the correct punctuation and use the dictionary for spelling.

SPEED TESTS, Continued

Transcription:

Set your margins for a 70-space line. In the upper right hand corner of your typing paper, type your name and the speed you are transcribing:

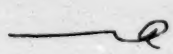
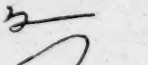
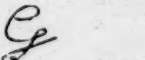
Jane Doe
110 wam—5 minutes

Type the letters in modified block style with mixed punctuation. Use a separate sheet of typing paper for each letter. You will be allowed 30 minutes to transcribe a five-minute take. Be sure to proofread carefully before turning in your paper. When time is called, ALL the shorthand must be stapled to the back of the transcript and turned in to the teacher.

Letters may be selected from books listed in "Resources for Teachers."

WORD TESTS

Directions: Transcribe the following words into longhand:

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12. 
13.
14.
15. 
16.
17.
18. 
19.
20.

MAILABLE LETTER TESTS

Directions: Seven letters will be dictated at varying speeds. All seven letters contain 100 words in the body of each. You are to take all seven letters. After completion of the dictation,

you will be allowed five minutes to look over your shorthand before transcribing. To make the best use of this time, insert the punctuation and check the dictionary for spelling. You will then be given 30 minutes to transcribe as many mailable letters as possible.

All letters will be typed in block style with open punctuation. Be sure to proofread each letter carefully before removing it from the typewriter. When time is called, ALL the shorthand must be stapled to the back of the letters and turned in to the teacher.

Examples of mailable letter dictation:

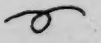
Letter 1	70 wam	
Letter 2	80 wam	
Letter 3	90 wam	Speeds given when the majority of the class can take 90 wam.
Letter 4	100 wam	
Letter 5	90 wam	
Letter 6	80 wam	
Letter 7	70 wam	

Sample grading scale:

5 mailable	A	
4 mailable	B	Mailable, meaning that the letter turned in could be signed by the boss and mailed.
3 mailable	C	
2 mailable	D	
0-1 mailable	F	

BRIEF FORM TEST

Directions for the teacher to announce: 25 brief forms will be dictated in 60 seconds. Write them in shorthand and then transcribe them on your typewriter in five minutes or less.

1.	difficult	1.
2.	question	2.
3.	publish	3.
4.	advantage	4.
5.	character	5. 
6.	work	6.
7.	about	7.
8.	acknowledge	8.
9.	merchant	9.
10.	present	10.
11.	suggest	11.
12.	worth	12.
13.	short	13.
14.	opinion	14.
15.	govern	15.
16.	under	16.
17.	request	17.
18.	object	18.
19.	quantity	19.
20.	manufacture	20.

BEST COPY AVAILABLE

Proofreading Test—Part I

Directions: The teacher will give you a transcribed letter. You are to proofread and indicate the necessary corrections for word omissions, typographical errors, punctuation, spelling, capitalization, paragraphing, and word-division errors. After locating the errors, retype the letter correctly in block style with open punctuation.

(Refer to Resources for Teachers—Books)

Part II

Directions: Number your paper 1-9. Opposite each number write the letter that identifies the appropriate proof mark which represents the following terms:

1.	close up	a.	⁋
2.	transpose	b.	^
3.	insert	c.	⌒
4.	paragraph	d.	⌇
5.	space	e.	...
6.	delete	f.	#
7.	move over	g.	=
8.	lower case	h.	lc
9.	capitalize	i.	⌋

Proofreading Test Key—Part II

1. c
2. d
3. b
4. a
5. f
6. e
7. i
8. h
9. g

BEST COPY AVAILABLE

TYPEWRITING STYLE

Part I

Directions: Supply the necessary word or phrase to make the following statements correct.

1. In _____ punctuation styles, a colon follows the salutation and a comma follows the closing.

2. Business letters are usually typed _____ spaced with a _____ space between paragraphs.

3. The attention line appears in the inside address and on the _____.

4. In _____ style, all lines of a letter begin at the left margin.

5. If a letter is addressed to a company, the salutation would be _____.

6. The left margin for an elite machine would be _____ if the letter contained 120 words.

7. The _____ line follows the inside address of a letter.

8. The heading of the second page of a 2-page letter should include the _____, _____, and _____.

9. At least _____ blank lines should be left for the dictator's signature.

10. The mailing address of an envelope should be exactly the same as the _____ _____ of the letter.

Part II

Directions: Your teacher will give you an unarranged business letter. You are to type the letter in correct form and use correct placement. Use a modified block style with mixed punctuation.

BEST COPY AVAILABLE

FINAL EVALUATION

Part I

Dictation:

Three 5-minute speed tests will be dictated at 80-90-100 wam. Each five-minute test consists of a 3-minute letter and a 2-minute letter from unstudied material. When the dictation is completed, choose one 2-letter test to be transcribed on the typewriter. You will be allowed five minutes to look over your notes before transcribing. To make the best use of this time, insert the correct punctuation and use the dictionary for spelling.

Transcription:

Set your margins for a 70-space line (or 1-inch margins). In the upper right hand corner of your typing paper, type your name and the speed you are transcribing: Jane Doe
100 wam for 5 minutes

Type the letters in modified block style with mixed punctuation. Use a separate sheet of typing paper for each letter. You will be allowed 30 minutes to transcribe a 5-minute take. Be sure to proofread carefully before turning in your paper. When time is called, ALL of the shorthand notes must be stapled to the back of the transcript and turned in to the teacher.

Letters may be selected from books listed in "Resources for Teachers."

Part II

Fill in the correct answer:

1. The proofreader's symbol for an insertion is the _____.

2. Use hyphens to indicate where you would divide the following words at the end of a line.

WORDS	ANSWERS
a. advisable	a. _____
b. movements	b. _____
c. knowledge	c. _____
d. product	d. _____
e. separate	e. _____

3. In _____ style all lines of a letter are begun at the left margin.

4. Begin the body of a letter a _____ space below the salutation.

BEST COPY AVAILABLE

5. True or False

   a. Special instructions referring to a letter should be written below the notes for that letter. ____

   b. Indicate the end of each letter dictated with a distinctive mark. ____

   c. Never use longhand in your shorthand notes. ____

   d. Always transcribe from your notes. ____

6. Write the following words and brief forms in shorthand:

a. appliance	a. _____
b. embarrass	b. _____
c. seldom	c. _____
d. convenience	d. _____
e. particular	e. _____
f. contain	f. _____
g. classification	g. _____
h. examine	h. _____
i. promptly	i. _____
j. drink	j. _____

7. Punctuate the following sentences correctly:

   a. Three years ago Miss Smith we held the convention in Miami Beach.

   b. If the number of orders are increased we can surpass this months goal.

   c. Before we can complete the project we must have all the facts.

   d. Mr. Smith who lives next door is going to Europe.

   e. You too can be successful if you subscribe to our magazine.

BEST COPY AVAILABLE

8. Circle the letters which should be capitalized in the following terms:

   a. american history
   b. fifth avenue store
   c. us congress
   d. cpa
   e. chapter 5

9. One of the following words may be misspelled. If it is, write the correct spelling of the word in the space provided:

a.	installment	recieve	weird	a. _____
b.	supercede	canceled	forcible	b. _____
c.	similiar	collateral	professor	c. _____
d.	chose	maintanence	oblige	d. _____
e.	attorneys	conscientious	ocasion	e. _____

10. Underline the correct word in parentheses.

    a. I don't like the (stationary, stationery).

    b. Always include a (complementary, complimentary) close in your letters.

    c. The (cite, site) of the building has been selected.

    d. Many people responded to the (ad, add).

    e. (Chose, Choose) the correct answer.

11. The teacher should dictate a list of 10 brief forms, 10 phrases, and 10 commonly-used business terms in 1 minute. Students will transcribe the list on their typewriters.

FINAL EVALUATION KEY

Part II

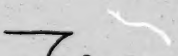
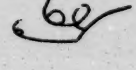
1.

2. a. advis-able
   b. move-ments
   c. know-ledge
   d. prod-uct
   e. sepa-rate

3. block

4. double

5. a. False
   b. True
   c. False
   d. True

6. a.
   b. 
   c. 
   d.
   e.
   f.
   g.
   h.
   i.
   j.

7. a. Three years ago, Miss Smith, we held the convention in Miami Beach.

   b. If the number of orders are increased, we can surpass this month's goal.

   c. Before we can complete the project, we must have all the facts.

   d. Mr. Smith, who lives next door, is going to Europe.

   e. You, too, can be successful if you subscribe to our magazine.

8. a. American history
   b. Fifth Avenue store
   c. U. S. Congress
   d. CPA
   e. Chapter 5

9. a. receive
   b. supersede
   c. similar
   d. maintenance
   e. occasion

10. a. stationery
    b. complimentary
    c. site
    d. ad
    e. choose

11. The teacher should grade both the shorthand outlines and the transcript of this portion of the test. Since this will vary, the teacher will prepare an appropriate key.